

DOCUMENT RESUME

ED 353 761

EC 301 795

AUTHOR Levine, Ned S.
TITLE A Look at School-Based Practices from the Local Perspective: Decisions among Friends vs. the Weenie Factor.
PUB DATE 92
NOTE 31p.; In: Bunsen, Teresa D., Ed., And Others. Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992); see EC 301 793.
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Role; Change Agents; Change Strategies; *Cooperative Planning; *Delivery Systems; *Disabilities; Educational Planning; Elementary Education; Group Dynamics; Institutional Autonomy; *Leadership; Models; *Participative Decision Making; Preschool Education; Principals; *School Based Management

ABSTRACT

The principal of a pre-K to grade 5 school in Arizona talks of ways to create responsive programs for special needs children. The school offers a special education preschool program and a totally integrated cross-categorical program for kindergarten through grade 5 which utilizes collaborative delivery systems and a consultative model of special education. The program encourages educational leaders to facilitate change by assisting building-based decision-making teams to design and implement programs. Evidence from business and educational research is offered to document the effectiveness of this approach. Critical elements in site-based decision making are discussed, including the planning process, a staff trained in group decision making, and shared beliefs about social systems. Potential benefits and risks of the site-based decision making process are noted. An addendum explains the four steps in community-based decision making and planning and four steps in developing action plans. (Contains 21 references.) (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

A Look at School-Based Practices from the Local Perspective: Decisions Among Friends vs. The Weenie Factor

Ned S. Levine

On Doing Less and Being More

Your job is to facilitate and illuminate what is happening. Interfere as little as possible. Interference, however brilliant, creates a dependency on the leader.

The fewer the rules the better. Rules reduce freedom and responsibility. Enforcement of rules is coercive and manipulative, which diminishes spontaneity and absorbs group energy.

The more coercive you are, the more resistant the groups will become. Your manipulations will only be evasions. Every law creates an outlaw. This is no way to run a group.

The wise leader establishes a clear and wholesome climate in the group room. In light of awareness, the group naturally acts in a wholesome manner.

When the leader practices silence, the group remains focused. When the leader does not impose rules, the group discovers its own goodness. When the leader acts unselfishly, the group simply does what is to be done.

Good leadership consists of doing less and being more.

The Tao of Leadership, John Heider, p. 113

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

2
BEST COPY AVAILABLE

ED353761

EC 301795

It is a pleasure and honor to be addressing you here today. You are the powerful people, the people with information and insight, knowledge and an understanding of what should be and could be done to improve services for children in our nations' schools today. We have a wonderful opportunity to share our knowledge and skills with each other these two days. We have the opportunity to make commitments to each other to share of ourselves beyond this time and beyond these walls as well.

I sincerely hope that you will consider extending your work beyond this conference.... we are faced with a difficult task. You know it. I know it. We have before us in our schools children whose lives have been damaged, some permanently, as a result of the behavior of their parents. It is sad, almost tragic, that some of the damage to these children is entirely preventable; inherited as it were from a parent in a diseased state, a parent whose life has been so effected by drug involvement that they cannot understand how their own abuse is visited upon their children.

My purpose for speaking with you this afternoon is to share how we create a site based response to the changing special population in schools, to share with you the process stages local site groups should go through to create responsive programs for special needs children.

I am presently a principal of a pre-K to grade 5 school in Tucson, Arizona. My school includes a special education pre-school program and a Cross-Categorical Service model for grades K-5. The cross-categorical students include trainable mentally handicapped, educable mentally handicapped, learning disabled,

multiply handicapped, severe language students.... all of whom receive services through totally integrated programs in the regular education classroom. For the past five years, we have also served children who were prenatally exposed to drugs or alcohol. In addition, I have a student who is HIV positive in our building.

Our problems are not unique. Our responses to our problems are:

- Down Syndrome - total inclusion with assistance
- HIV-positive-total inclusion with assistance
- Cross-categorical services model
- Collaborative delivery systems
- Kids stay in regular education class - teachers travel
(consultative model)

We have a school Intervention Team, whose purpose is to identify high risk students, provide direct services to those children and serve as resource for their parents and their teachers. We also have established a Child Advocate program- support and intervention services for special needs children with both intellectual and emotional problems. We have no psychologist, counselor or social worker who sees student for other than special education placement purposes. With the exception of the CCS teacher, all other services described are done without additional school monies. We do take donations of time and expertise, however, and use them extensively.

Some of these students qualify for special education services, some do not. However, we are working with every child in some

way. We do this as a team. We do this because we should. We do this because we have agreed that it is best for the children.

How did we get there? Did we do it because it was mandated?

Well it wasn't easy, it wasn't without disagreement, sacrifice and pain.... but what change is?

It was accomplished with forethought. We did not arrive at these decisions overnight, nor through law, edict, directive or policy. We arrived at our program through a managed process which some refer to as site-based decision making. The process itself is really human management -- management of concerns, worries, needs and wants.

The changes themselves are really changes in attitudes made possible by careful facilitation. You are here to attend a leadership conference. As leaders, the burden falls to you to create the climate which not only allows attitude to change, but may even require it.

The problems you face will be problems of a human nature more than anything else. There will be Problems which other people will translate into obstacles or barriers to your attempted change. Not surprisingly, your behavior in response as a change agent should CHANGE with each of the real or imagined barriers people present.

Leaders can best assist change by using facilitative skills, those which help to assign tasks, define roles, teach interpersonal skills, observe and provide feedback on behaviors helpful to the success of the task. Leaders also have executive functions to provide as well, functions such as logistics and evaluation of

progress. The latter come more naturally to us, as they are the perceived functions of our positions. It is those other things, those people development skills, that are truly tantamount to your change for success.

Change will take new knowledge, new attitudes, new behaviors... and new will. You can help. You can be the leaders we need.

As a training director for school team trainings under the Drug Free Schools Act, with the Governor's office in Arizona, and with other school districts and companies, I have arrived at the conclusion that the best thing that each of you could do for us in the schools, and perhaps the most important thing to know, is to share your expertise with an open mind and demonstrate a willingness to assist a building-based decision-making team to help implement and design programs for students.

Pressures for Change in Educational Decision-Making

In recent years there has been a plethora of commission studies and national initiatives directed at the public school system. There is an insistent demand for greater accountability in response to a stagnating or declining rate of achievement among the participants of our public education system. Business and government want efficient, effective delivery of services and more teacher accountability. Reform reports directed public attention to education, but their initial change recommendations (such as career ladders) have not been implemented widely, and where implemented haven't brought concrete improvements.

New requirements for certification of teachers, core curriculums, graduation standards, pay systems and even instructional procedures are being imposed upon schools in a top-down, mandated, state-wide reform effort in the name of improvement. The competitive crises for human resources and changing needs of society are strong external forces for change. Within the educational system itself, employees are looking for a new way to address persistent, unresolved problems.

A "national agenda for education" is on the horizon. Politically motivated, few see the governors' and president's goal-setting as real guidance or support for revitalizing our schools. Similar to the "weenie syndrome" described by Sirotnik and Clark (1988), the national agenda approach will translate into re-election posturing. In the weenie syndrome, the elite assume that the mass of people are empty of understanding and need to be stuffed with relevant instructions. People increasingly distrust decisions made by elite groups of leaders. Site based management is a move away from this approach towards true participatory leadership.

While we wallow in this manner, American industry is attempting to dismantle its own bureaucratic structure to achieve true participatory management to emulate the successful systems of those countries and business that are excelling worldwide. The public sector is beginning to realize that the environment in which the business of doing business occurs is a social structure to be reckoned with. It is not stagnant; it is an open economic and political environments. Organizations as small as delivery or manufacturing departments develop cultures of their own,

complete with norms, expectations, roles, rituals and ceremonies and celebrations. Organizations and the people in them interact in much more complex ways than previously imagined. It is impossible to create a set of standard rules of management which will apply to every sub-structure of an organization. We need to move away from centralized management.

The RAND Corporation studies (reported by Berman and McLaughlin, 1978) of nearly 440 federally funded projects for educational innovations concluded that true innovations have a better chance of surviving and thriving when conducted in a collaborative manner within the local structure. Activities such as observation of the innovative practice in other settings by practitioners (teachers observing teachers), regular meetings that focus on solving practical problems of implementation, teacher participation in decision making, local development of materials, and leader (principal) participation in training produced the best results.

Innovations and improvements are best fostered and maintained in the local environment through a collaborative process. Mutual support and reinforcement, synergy, collective action and supplementary expertise are derived from collaborative environments (Pareek, 1981). When people work together in a group or team, their commitment to a goal is likely to be high and their courage to stand by a goal and take the necessary action to implement it is much higher. Additionally, they are more willing to establish superordinate goals for the benefit of the institution (Sherif and Sherif, 1953).

In reality, the centralized bureaucratic structure as perceived on paper never functioned in practice anyway. If we are to truly change our schools as well as our businesses, we must adopt a different paradigm for our existence.

What is Site-Based Decision-Making?

Site-based decision-making, or site-based management, is a joint planning and problem solving process that seeks to improve the quality of the working conditions and the education delivery to students. There is an implied sharing of power, authority and responsibility. It is a continuing, open-ended process. It is proactive and future oriented.

Leadership is management of the future. We certainly don't need leaders to ignore the past, just look back at it and reflect upon how we arrived at our successes or failures. We need leaders who know how to get us past the present and into the future.

Planning is an attempt at goal driven improvement. In order for it to have a chance to succeed, the plan must become the compelling mission of the organization. It becomes the leader's task to help define where an individual's goals and the organization's goals overlap. A leader must help define the area where an individual's own sense of purpose and motivation for doing their job overlaps with his/her role within the system and must value that match.

How leadership is employed should be dependent upon an analysis of the gestalt of the social, political and economic environment. Strategic planning is a process leaders choose to

employ, either at the central level for applications to many substructures or at the particular sub-levels through management groups stationed there. The planning process itself includes traditional phases such as:

Planning to Plan

External (Environmental Scanning) Analysis

Internal Analysis (Current Status of Performance)

Organizational Analysis

Developing or Refining a Mission Focus

Specific Plan of Action for Improvement

The importance of developing and training personnel in a decision-making process cannot be overemphasized. Before and during implementation, employees need to be trained in:

- Communication skills
- Team Building
- Consensus development
- Group decision-making models
- Conflict resolution
- Running an effective meeting
- Evaluation techniques

Just because people work together in the same environment does not mean that they will know how to plan for change together. Teaching is a solitary act, with thousands of decisions made in the sanctuary of the classroom. The success of most innovations, such as site-based decision making, is dependent on the quantity and quality of staff development of these skills (Rallis, 1988; Lieberman, 1988; Brookover, 1982).

School-based management is based on a number of common beliefs about social systems:

- Individuals responsible for implementing decisions should have a voice in determining those decisions
- Decisions should be made at the lowest possible level
- Teachers can and should play an important role in making decisions that affect the children they teach
- Parents and community members have an important role in shaping the education of the community's children
- School-Based management can help schools make the most effective use of limited resources to deal with the educational needs of the students they serve
- Change is most likely to be effective when those who carry out the change feel a sense of ownership and responsibility for the process

Two conditions must exist simultaneously before site-based decision-making can become a reality. First, *participants* must be willing to devote the time and energy that leadership requires, and must be willing to be held responsible for the implications of assumed *authority*. Second, *policy makers* and administrators must establish the structures for such involvement and send a clear message that staff may undertake such an activity.

Potential Benefits and Risks

Why would a school system want to involve employees in school-based decision making? *School-Based Management*, published by the American Association of School Administrators, offers the following reasons:

- Improves moral of teachers
- Shifts emphasis in staff development
- Focuses accountability for decisions
- Brings both financial and instructional resources in line with the school's instructional goals
- Provides better service and programs to students
- Nurtures and stimulates leaders
- Increases both the quantity and quality of communication
- Effective programs are more likely to be shared quickly
- Staff, parents and students feel a greater ownership

In addition, it has been my experience that a Process such as site-based decision making is flexible and can be designed to fit unique local or site needs.

It also means that you must wrestle with such dilemmas as:

- Additional time required to participate in decisions
- Additional time required to arrive at decisions
- The "Tyranny of the Majority", should consensus not be employed
- Voluntary versus mandatory participation of staff
- Requesting variations in contracted agreements or district policies to attempt creative solutions
- Additional resources for process training

- Additional resources needed to operate SBM group
- Assess short term versus long-term effects of resolutions
- Dealing with the perception of power elitism
- Dealing with failure
- Monitoring ongoing programmatic changes
- Maintaining desired improvement

Restructuring to accomplish a change in paradigm must begin in the classroom with a change in each individual interaction with children. It should be no surprise that we must deal with the whole child in order to be able to deal with the academic and social development schools were designed for.

At best, top down directives do little more than create a focus for efforts at real improvement and changes. Often they create an animosity towards or serve as an excuse mechanism for the proposed changes.

To be effective, change must be a shared endeavor, championed by strong leadership, supported through long-range planning, comprehensive assessment, and short-range adjustments to the plans.

Change occurs with people first, then institutions. To insure lasting change, basic knowledge, skills and values must be examined and altered. Engagement, motivation and communication are key to making these things happen.

Merely moving to a different decision making model without a paradigm shift in our role as an institution in America will probably insure failure.

Is the purpose of moving to a decision-making model such as site-based management to become more efficient at how we conduct our present-day business? If so, I predict that we will become disenchanted with this approach as we have with so many others. We will merely further propel ourselves along the path of unsuccessful improvement if we see the schools as the target of change. It is clear that the schools must be the centers of change. It should be equally clear that the schools must be significantly altered to accomplish this. Extended contracts without students, extended resources for development of skills in both planning and instruction, and reflective time to contemplate the changes which might produce increased effectiveness will all be necessary to create the "culture of change." Improvement will follow.

References

- Berman, P. & McLaughlin, M. (1978). Federal programs supporting educational change, Vol. VIII. Santa Monica: RAND Corporation.
- Brookover, W. (1982). Creating effective schools. Florida: Learning Publications, Inc.
- Caldwell, S. & Wood, F. (1988, October). School-Based improvement: Are we ready?, Educational Leadership, 50-53.
- Cawelti, G. (1986, June). Elementary, high school futures networks plan schools for life in the 21st century. ASCD Update, 28(4), 1-12.
- Goodlad, J. (1983). A place called school. New York: McGraw Hill.
- Heider, J. (1985). The Tao of leadership: Leadership strategies for a new age. New York: Bantam Books..
- Honeyman, D. & Jensen, R. (1988, February). School site budgeting. School Business Affairs, 12-14.
- Katz, R. (1988). Human relations skills can be shaped. In People: Managing your most important asset. Boston: Harvard Business Review.
- Levine, N. (1989). Community mobilization: Action planning. In Governor's alliance against drugs community mobilization training. Phoenix: State of Arizona.
- Lieberman, A. (1988, February). Expanding the leadership. Educational Leadership, 4-8.
- Lieberman, A. (1988, May). Teachers and principals: Turf, tension and new tasks, Phi Delta Kappan, 648-53.
- Maeroff, G. (1988, July/August). Power in the classroom, Foundation News, 40-43

- Netzer, J. (1981). Strategies for instructional management. Boston: Allyn and Bacon.
- Paquett, M. (1987). Voluntary collegial support groups for teachers, Educational Leadership, 36-39.
- Pareek, U. (1981). Developing collaboration in organizations. In The 1981 annual handbook for group facilitators. San Diego: University Associates.
- Patterson, J. Purkey, S. & Parker, J. (1986). Productive systems for a non-rational world. Virginia: Association for Supervision and Curriculum Development.
- Peters, T. & Waterman, H. (1982). In search of excellence. New York: Harper and Rowe.
- Prasch, J. (1984, October). Reversing the trend toward centralization, Educational Leadership, 27-29.
- Rallis, S. (1988, May). Room at the top: Conditions for effective school leadership, Phi Delta Kappan. 643-647.
- School-based management. (1989). Virginia: The American Association of School Administrators, The National Association of Elementary School Principals and The National Association of Secondary School Principals.
- Sherif, M. & Sherif, C.W.. (1953). School centered decision making and renewal. Phi Delta Kappan, 660-664.

ADDENDUM I: ACTION PLANNING

"Just Do It."

-Ad for Nike shoes

Action Planning is a process which outlines the steps needed to overcome a problem, or realize an opportunity. It is a process to develop strategies for positive change.

Goals are more often achieved when they are well thought out, written down, and when the possible barriers to achievement are considered. If we don't know where we are going, we will never know when we have arrived. Planning is an essential process in achieving goals. The action plan process gives organization and structure to problem-solving. It provides us with a map for achievement.

The Action Plan format presented in this section may be used by individuals or by groups. It is one of many problem solving formats available. We have chosen it because of its simplicity and thoroughness. In this section we will concentrate on the use of the Action Plan by Community Teams.

When used by a group, such as the Governor's Alliance Against Drugs Community Team, action planning is a collaboration that permits individual members to have an influence on the outcome of decisions. It provides for involvement of the very people who are part of the change, and invites them to make extra investments of interest, time, and responsibility for the outcome. Action planning develops a starting point for even the largest problem.

By following the structured format in completing an Action Plan, the individual or group goes through a logical sequence of

identification, gathering of resources, and structuring and planning strategies. The Action Plan serves as a guide and monitoring tool which prevents the group or individual from getting sidetracked and from duplicating efforts. The Action Plan allows one the opportunity to share responsibilities for completing the task as well as a specific timeline to adhere to.

Action plans have been put to excellent use by Community Teams to plan and map strategies to be used in their team activities and to address community-wide problems.

The steps involved in community based decision-making and planning are:

Step 1: Assessing Needs

Step 2: Developing a Plan of Action

Step 3: Evaluate and Monitor Your Plan

Step 4: Communicating Your Success

Step 1: Assessing Needs

Any effective program must begin with a clear-eyed assessment of where the community is right now. A needs assessment includes the concerns, problems, or opportunities for improvement. It is a clear statement of "*what is*" and of "*what could be*".

Step 2: Developing a Plan of Action

The major components of the Action Plan format presented in **Figure 1** include Goal, Strategies, Tasks, Responsibilities and Target Dates, Assessment Methods, and Communicating Successes.

Choosing a Goal:

It is critical that members of the community team agree on a common set of goals that will provide the basis for community-based improvement efforts. A **goal** is a statement of the target you wish to achieve, the end state you wish to reach. Your needs assessment helps you determine where you are. Your goal statement should reflect where you want to go. Goal statements are written in measurable terms, with a specific observable change identified and a time frame for reaching said change.

Strategies:

Strategies are the approaches or steps which could be taken to overcome the problem or realize the opportunity and, thus, achieve the goal. These are the methods you could use for realizing your ends. There are a variety of specific methods that might achieve your Goal.

Strategies may be programs, activities, schedules, or modifications of approaches and may be implemented in a specific, isolated area or community-wide depending upon the nature of the problem.

When selecting among possible strategies, it is important that careful consideration be given to developing criteria for judging the probable outcome of each individual strategy. Criteria for the group decision whether or not to use a strategy might include **need, interest, availability of resources, ease of completion, cost effective-ness or visibility.**

Tasks:

For each strategy, a number of tasks will be identified. **Tasks** are specific action steps including the **Person(s) Responsible** for conducting or monitoring the task, and the **Target Date** by which the task must be completed. If your team finds that they are developing a very long list of tasks for a particular strategy, it might mean that that strategy is complicated and requires its own Action Plan for implementation.

Step 3: Evaluate and Monitor Your Plan

Each Action Plan should include a proposed **Assessment Method**. Build in a way to evaluate whether or not the actions you are taking will achieve your goal. Whether a simple pre-post needs assessment or climate survey or an elaborate research study is employed, you must determine how successful your efforts have been. This step involves Collecting Feedback and Evaluating your efforts.

During the first Apollo journey to the moon, NASA ground control and space capsule astronauts made thousands of course corrections based on an almost constant monitoring of their progress towards their goal. The key to successful community team programs is to build in a series of monitoring and evaluation activities to make it possible to make adjustments before they become too far "off course."

Remember, it is also important to continually monitor and review how you are doing as a team. Time should be allotted after each working session to process team interactions. A schedule

should be established for reviewing the group goals and whether all members agree with and support them.

Tasks will require **Resources**- people, time, money, programs. Whenever possible it is best to incorporate existing programs or activities into your action plan. Coordinate your efforts with your existent community efforts. Identify **Resources** by answering these questions:

- What resources (time, money, skills, humans) are available to us?
- What resources can we create or develop to assist in reaching our goal?

Look at the resources that are available in your immediate community first, and then enlarge the scope if necessary.

At the same time, consider as a team the **Cautions** or possible detours you may encounter when implementing your plan. Identifying the possible obstacles to attaining your goal involves answering the questions:

- What may have caused the situation?
- What is maintaining the situation?
- What factors may impede progress toward your goal?

Step 4: Communicating Your Success

People on your team, in the team's support system and in the community are just a few of your important "publics" who need to be informed to be engaged in supporting your efforts. Your publics need to know how committed you are, how hard you are working and

how successful your efforts have been. It is important to look at your Action Plan strategies and tasks and answer these questions:

1. If this part of our plan is to be successful, which of our publics needs to know about it?
2. What do they need to know?
3. Which communication method(s) will be most effective in sharing the information?

The Process for Developing Action Plans

A variety of strategies may be used in developing action plans. One of these strategies involves the use of the following four substeps done repetitively for each section of the action plan. Although not always necessary, these substeps are an excellent method for obtaining total team participation in the development of the action plan.

Step 1: Brainstorm

If your goin' to try something new, you might as well go way out on a limb. The fruit's usually better out there anyway.

Will Rogers

Brainstorming is a technique designed to help members of a group develop as many ideas as possible in a short period of time. The purpose of brainstorming is to encourage creativity and generate ideas. The process of Brainstorming prescribed here is called "nominal Brainstorming".

"Why To's"

- It enables all members of the group to participate and thus encourages members who might be dominated or shy.
- It generates a great many ideas in a short period of time. It offers an opportunity for ideas to be combined to produce the solution.
- The amount of time wasted discussing or criticizing ideas is eliminated. Valuable time is preserved for the group on priority items produced.

"How to's"

- The topic, problem, or goal of the session is announced and explained as briefly as possible.
- Participants have only two or three minutes to consider the question.
- One at a time, in rotation around a table or group, each participant will give a brief suggestion and/or answer. Do not elaborate on or explain ideas at this time. You may, however, piggyback on another person's idea.
- All ideas will be recorded and posted where the group may see them.
- There can be no criticism or any discussion of any idea by a participant, save during the clarification that follows Brainstorming. There are no right or wrong answers.
- Everyone should be encouraged to have a second or third idea ready in case their first idea is mentioned before their turn. Continue around the group until each member has exhausted their individual lists.

Step 2: Clarify

Any ideas generated during brainstorming are clarified at this time. Questions are asked, and any confusion or misunderstandings are cleared up about recorded statements or ideas. This is not a time for criticism of ideas. Attempt to state your ideas in the "positive" as this sets in motion the process of looking for positive solutions.

Step 3: Prioritize

After clarifying, ideas generated are ranked or prioritized in some type of order. You may have identified appropriate criteria for consideration here. They may be ranked according to importance, degree or urgency, ease of accomplishment, availability of resources, etc. One procedure that can be used to prioritize is:

- a. Determine how many choices are to be selected from the list resulting from brainstorming. The example used here would identify the top three selections from numerous possibilities.
- b. Individual team members privately rank their top three selections.

1st choice receives 5 points

2nd choice receives 3 points

3rd choice receives 1 point

- c. Recorder collects the individual rankings and calculates a total for each item on the original list. A grid may be used to post and share the results.
- d. If one item leads by a wide margin, members continue on to **Consensus**.
- e. If numerical values are somewhat equal among the choices, prioritizing needs to be repeated by returning to step a, asking each individual to rank from a smaller sample - for example, individuals may choose their top two choices from the six which received the most points. Continue this procedure until a clear choice emerges.

Step 4: Consensus

One of the top choices is selected, it is important to conduct a verbal consensus check of all team members, making certain that each person indicates his/her agreement with the result of prioritizing. The process of reaching consensus may involve the following steps.

- State the decision that is proposed.
- Someone offers to paraphrase the proposed decision.
- The person proposing the decision judges the accuracy of the paraphrase.
- If the paraphrase is accurate the person proposing the decision or the chairperson asks each group member to state whether he or she can support the decision, and, if not, to state a possible alternative.

- If all persons agree to support the decision, consensus has been reached and the decision is made.
- If one or more persons do not agree to support the decision, but offer alternatives, each alternative may be tested by asking each group member whether or not he or she can support it. At this point, other methods of showing support, such as voting, may occur.
- If consensus cannot be reached on existing alternatives, others should be requested or generated.
- If no alternative can be agreed upon, the reasons why persons cannot reach consensus should be stated.
- If consensus cannot be reached on the alternatives proposed, a new time should be set to review the issue, or an alternative decision-making process should be agreed upon.

Four ingredients must exist for people to reach consensus. You must have a group of people willing to work together, a problem or issue that requires a decision by the group, trust that there is a solution, and perseverance to continue until an acceptable solution is reached.

You have achieved consensus when:

- everyone agrees to support the decision, even though it may not be everyone's first choice
- everyone agrees that he or she has had sufficient opportunity to influence the decision
- everyone can state what the decision is

Achieving consensus is not always possible or necessary. Reread the decision-making information in your notebook section "Group Process" on consensus to review the effects of using this versus other decision-making procedures.

The Action Plan Form is used as the instrument for generating group activities and directions. Many such instruments and problem solving processes are available. We have selected this particular format for one simple reason -- **it works.**

Ned S. Levine
Tucson, Arizona
Rev. 11/14/89

Mobilizing the Community: Activities of the Team

People should receive energy, inspiration and education as a result of team membership. There will be fundamental choices to be made about the actions of your group- choices about:

- The mission or goals you will pursue
- The programs/services you will offer to accomplish this mission
- How you will attract and utilize the resources you need - people, money, expertise, facilities, etc.

Such choices are facilitated through a team planning process which is continuous, flexible and engages all members of the community team in decisions and actions which 1) define the situation as it currently exists in the community (Defining the Problem), 2) choose a goal to attain (Choosing a Target), and 3) develop and implement a specific plan of action for reaching that goal (Developing a Plan).

- **Defining the Problem: "What do you intend to do?"**
 Enhance problem awareness
 Recruit Key Leadership
 Identify Target Audiences
 Create Working Coalitions
- **Choosing a Target: "What is needed and feasible in your community?"**
 Establish a mission or philosophy statement
 Establish Goals
 Engage Target Audiences
- **Developing a Plan: "What are you capable of doing?"**
 Develop a Specific Plan of Action for Critical Issues
 Establish Team Capabilities and Team/Community Resources
 Create Working Coalitions
 Mobilize Interest
 Execute Campaign
 Monitor Progress
 Continue Positive Efforts
 Celebrate and Reinforce Accomplishments

Technical Assistance for Community Team Tasks

Help is available for Team tasks such as:

- Group Norms, Leadership, Expectations, Commitment
- Community Needs Assessment, Compilation, Interpretation of Data
- Team and Community Goal Setting
- Community Program Models
- Developing Community Support
- Evaluation of Team Actions and Projects

Community Teams will typically address all of the above activities at some time. It is not unusual for teams to reach an impasse in their growth. It is at these times that additional technical support may be secured to move the team through non-productive periods.

Non-Productive Situations or Behaviors to Watch For:

- Lack of team productivity
- Drop in attendance
- Major shift in leadership
- Large number of new members
- Saturation of easy to reach market/need to address hard to reach sectors
- Political situations/polarizations
- Crises times: arrests of children, deaths or suicides, major gang activity

Knowing is not enough:
We must apply.

Willing is not enough:
We must do.

Goethe

Change Agent Needs 3 Qualities

Credibility
dissonance

to overcome cognitive

Flexibility

for when they won't accept your
first solution

Generosity

cause you'll get a lot
more done if you
don't care who
gets the credit

Paradigm Change Requires

Vision

to see a better world

Will

to know you can do it

Commitment

personal investment

Sometimes
Our light goes out,
But it is blown
again
Into flame by an encounter
With another human being

Each of us owes our deepest thanks
To those who have rekindled
This inner light.

Albert Schweitzer